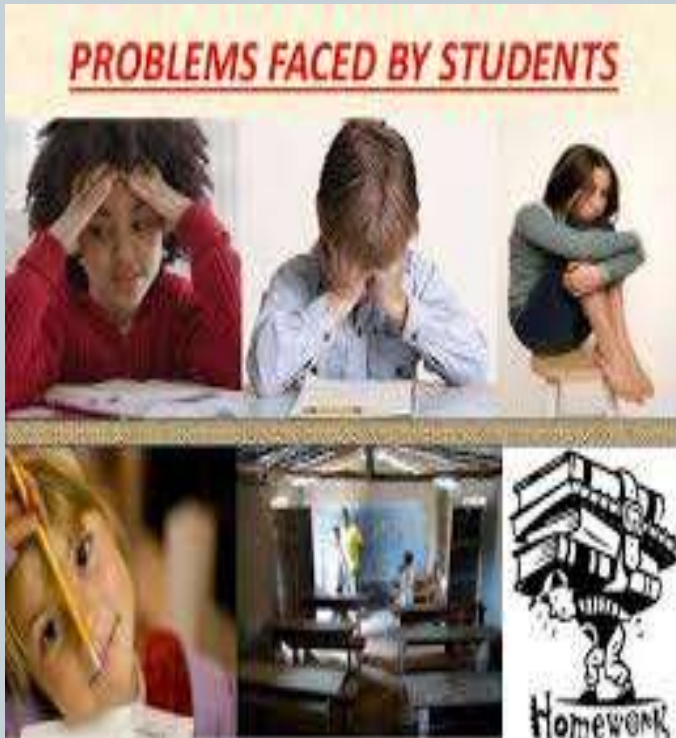


Problems of Inclusive Education in India



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1. Skills of teachers



- Skills of teachers which are responsible for implementing inclusive education are ***not up to as desired and necessary for inclusion***. The current skill levels of regular primary and secondary school teachers in Delhi, India in order to teach students with disabilities in inclusive education settings.
- ***It reported that nearly 70% of the regular school teachers had neither received training in special education nor had any experience teaching students with disabilities.***



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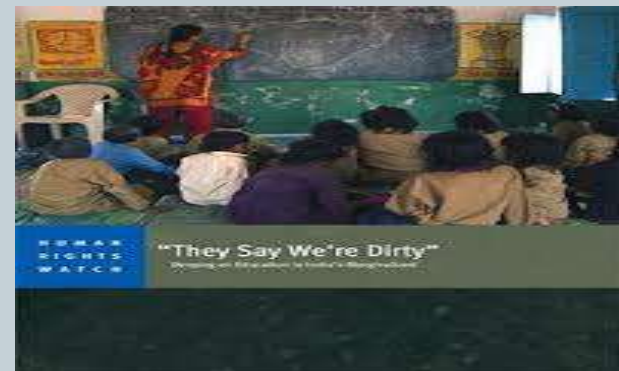
- ***87% of the teachers did not have access to support services in their classrooms.***
- Finally, although both primary and secondary school teachers rated themselves as having limited or low competence for working with students with disabilities, there was no statistically significant difference between their perceived skill levels.
- ***The inefficiency of teachers to develop and use instructional materials for inclusion students is also a problem issue***



2. Attitudes towards inclusion and disability among teachers, administrators, parents, peers and policy planners



- In addition to many other requirements, implementation of inclusive education immensely requires positive attitudes towards inclusion and disability among teachers, parents, peers, administrators and policy planners. ***However, negative attitudes are still persisting among these in many cases. This is adversely affecting inclusive education scenario in India. Mainstream teacher attitudes may be a contributory barrier to successful inclusive practices.***



3.Lack of awareness about children with disabilities among general teachers



- The general teachers, at all levels, lack basic awareness about children with disabilities. They have their own socially and culturally constructed notions about certain obvious disabilities but *lack scientific and educational knowledge about the disabilities such as classification, labeling, special needs and adaptations etc.*



4.Improper curriculum adaptation



- For practicing inclusive education, curricular adaptations suited to special and unique needs of every learner, including children with disabilities, are necessary. Concepts like ‘Universal Instructional Design’ are to be properly developed and incorporated into the curriculum. ***However, needed curricular adaptations are either missing altogether or are improper.***



5.School environment including difficulties in physical access



- School environment needs accommodations for truly practicing inclusive education.
- ***However, such accommodations are not there in majority of the schools. Facilities like ramps, lifts, and directional cues etc. are mostly absent in schools.***



6.Support services



- For implementing inclusive education in all educational institutions, at all levels, we need strong support services. Their strength should be both quantitative and qualitative.

But, existing support services are scarce and inadequate.



7. Family collaboration



- Keeping in mind the nature of Indian society and culture, it can be safely stated that family has a very important role in implementing inclusive education in India. Family is considered having sole responsibility for their children in India. ***Hence, inclusion can only be realised by motivating and involving family in the process.***



8. Negative self-perceptions of children with disabilities



- For practicing inclusive education, negative self-perceptions of children with disabilities pose a great challenge. These negative perceptions are often strengthened by neighbors, peers, and teachers.
- *Without wiping out these negative self perceptions, true inclusion of such children is not possible.*



9. ICT availability and related competencies



- Present age is the age of information and communication technology (ICT). ICT is providing great help in almost all endeavors of human life including education and training. There are a number of ICT-enabled pedagogical and assistive devices are available particularly useful for children with disabilities. Their use can ease and expedite inclusive education. These should be made available and competencies for their use should be developed among all stakeholders. .



10. Insufficient and improper pre-service teacher education

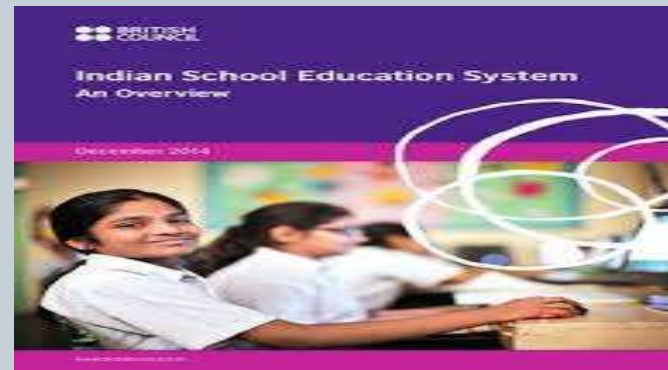


- The pre-service teacher education programmes being run in the country are failing to sensitize and equip prospective teachers in inclusive education practices. Modifications are needed to make these teacher education programmes more effective.
- Currently, teacher education programmes producing special teachers are controlled by Rehabilitation Council of India whereas those producing general teachers are controlled by National Council for Teacher Education.
- *These two apex bodies need to collaborate and devise measures for producing skilled teachers capable of implementing inclusive education.*

11. Expenses involved



- For a huge and diverse country like India, implementation of inclusive education at all levels requires a lot of money to be spent. The government does not seem willing to incur this huge expenditure.
- Being a developing country, the apprehensions of the government can be very well understood. The barriers mentioned here do not form an exhaustive list but authors believe that not much are left out



THANKS ONE AND ALL

